



Minding the Gaps in Reaching the Millennium Goals

Activity Time: 150-200 minutes, including additional homework time

In this curriculum module, students will examine a variety of authentic global statistics using a highly interactive 21st century online platform (Gapminder) as they explore the United Nations Millennium Development Goals (UNMDGs).

This lesson will require three to four days of class time, plus student homework/research time. The introduction of the UNMDGs, Gapminder software, and student activities can be reviewed in a single class, followed by student homework and two to three days (per 50-55 minute class period) of class presentations and concluding activities.

Students will complete the lesson tasks both individually and in teams. Student achievement of learning targets—related to core concepts in mathematics, science, health, and social studies—can be assessed through students' performance on handouts, products, and class presentations.

STUDENT UNDERSTANDING

Big Idea & Enduring Understanding:

- **Global Challenges:** The countries of the world can make progress on global issues—including reducing extreme poverty and providing universal primary education—if they commit to working together, following a plan such as that offered by the United Nations Millennium Development Goals (UNMDGs).

Essential Questions:

- What are some of the major challenges experienced by people around the world?
- What are the United Nations Millennium Development Goals (UNMDGs) and how do they seek to reduce the burden of global challenges and human suffering?
- How can we gather evidence to show what progress has been made to date toward achieving the UNMDGs and where we need to focus our attention and our financial investments?

Objective	Target
<p><i>Students will know...</i> That society, science, and technology are interdependent.</p>	<ul style="list-style-type: none"> • Students use authentic health and development data sets available from Gapminder.org.
<p><i>Students will be able to...</i> Use internet-based visualization tools (information technologies) to solve problems.</p>	<ul style="list-style-type: none"> • Students document navigation of Gapminder.org website. • Students solve assigned problems using Gapminder.
<p><i>Students will be able to...</i> Identify significant, non-medical factors in global health challenges from real data and metrics.</p>	<ul style="list-style-type: none"> • Student work shows competent use of Gapminder technology to gather non-medical data in support of their projects/opinions.
<p><i>Students will be able to...</i> Use Gapminder software and documented data as evidence for their conclusions.</p>	<ul style="list-style-type: none"> • Student presentations contain evidence (e.g., Gapminder TinyURL) and content demonstrating competency in the use of the Trendalyzer tool and UNMDGs.

Vocabulary:

Please refer to the *Global Glossary* Student Handout on page 25 – 29 for vocabulary words and definitions.

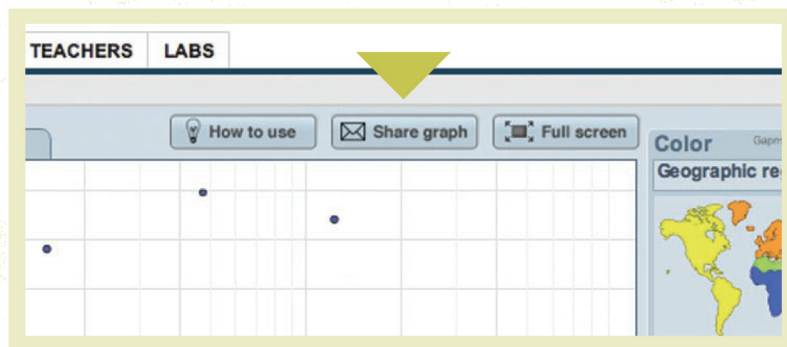
Common Student Preconceptions:

- All people living in countries within a defined region (such as Africa or India) experience similar health metrics.
- The challenges are so big in developing nations (DN) that there is no way to change the status quo.
- Health conditions in DNs have not changed during the last 50 years.
- People living in DNs have too many children and would have more children if they had easier access to food, water, and sanitation.
- A limited number of factors, such as income, determines life expectancy of a population.
- The health of people living in other parts of the world has no impact on American economies/revenue.
- Because of a limited amount of available technology, DNs are unable to collect reliable health metrics data.
- Health metrics data have only been available since the dawn of the internet.
- Websites made by scientists and statisticians are not engaging or accessible.
- Statistics and graphing is only important if you want to work in an economic, scientific, or mathematics field.
- Scientists, historians, mathematicians, and statisticians do not work together.
- There are a limited number of jobs in global health, all of which involve wearing a lab coat.

Materials:

- Computer lab with internet connection, web browser, and PowerPoint software (one computer per student)
- Teacher computer with internet access, projector, PowerPoint software, and speakers for classroom demonstrations and group presentations
- Access to Gapminder Trendalyzer software (available as a free download at the Gapminder World website, <http://www.gapminder.org>). You do **not** need to register to access the software
- *Gapminder World Guide* Student Handout (one per student)
- *Gapminder Teacher's Guide* (one, available at <http://www.gapminder.org/downloads/200-years>)
- *Global Glossary* Student Handout (one per student)
- *UNMDGs Case Study—Part I* Student Handouts, #1-8 (one per student)
- *UNMDGs Team Planning Sheet—Part II* Student Handout (one per team)
- *Philanthropy Summit Review Sheet—Part III* Student Handout (one per team)
- *Teacher Answer Key* for Student Handouts
- *Teacher Scoring Rubric*
- Student journals or blank paper for student responses to prompts (one per student)
- An email address to which students can mail their TinyURL

Note to Teacher: A TinyURL is a web service that provides short aliases for redirection of a long Uniform Resource Locator (URL) or website. For each URL entered by the user, the service will create a new, shorter “website address” or alias. For example, the address to Seattle BioMed can be found here: <http://www.seattlebiomed.org/sites/default/files/Driving-Directions.pdf>. We used the <http://www.tinyurl.com> website to create a shorter, unique address for this site called <http://tinyurl.com/67k6qev>. You can use this new TinyURL to get to the original website. Gapminder.org has this “alias service” built into its software. You and your students can access the TinyURL service by clicking the “Share Graph” icon when using Gapminder. This service is a huge timesaver.



Preparation:

- The lesson is divided into four parts to guide students through the processes of engagement, exploration, explanation, elaborating, and evaluation. These four sections include: I) Hook, II) Individual Research, III) Team Discussion and Presentation Planning, and IV) Philanthropic Summit.
- Arrange access in your classroom or computer lab for eight teams of students to be able to access the Gapminder.org website.
- If you have a slow or inconsistent internet connection, we recommend that you download the desktop version of Gapminder World from the Gapminder.org website to your desktop. You do **not** need to register to download the desktop version.
- Review the *Gapminder Teacher's Guide*, available at the following website:
Gapminder Teacher's Guide
<http://www.gapminder.org/downloads/200-years/>
- Preview the images provided by the following websites and choose which ones you will use for the Global Images activity in Part I:
Images of the World
<http://www.imagesoftheworld.org/>
BUBL Link Collection of Images
<http://bubl.ac.uk/link/types/images.htm>
Fotopedia
<http://www.fotopedia.com>
- Make copies of the Student Handouts.

PROCEDURE PART I — Hook

Global Images:

1. Use the classroom computer and projector to show students photographs of international places or scenes. Some exemplary websites are offered in the Teacher Preparation section.
2. Ask students to conduct a Think-Pair-Share, first documenting in their journals what they notice in the photographs about the products and the people. Challenge students to record their predictions as to the salaries and education levels attained by the portrayed people.
3. Ask students to find a partner and share their thoughts with one another. Then, lead a brief class discussion about salaries and education levels of workers in developing nations (DN) and emerging markets (EM).
5. Connect your internet-enabled computer to a projection system. Launch the Gapminder.org website:
Gapminder
<http://www.gapminder.org/world/>
6. Once the website opens, click on the button "Load Gapminder World." While the site loads, which can be a lengthy process, tell students that you are going to share some world data using a graph unlike any they have seen before.
7. Once the website has loaded, click "Full Screen" at the upper right of the screen.
8. Click the "Play" button at the lower left of the screen. The bubbles on the graph will start to move. Let the students watch without guidance. The screen will portray wealth (x-axis) and life expectancy (y-axis) statistics for a variety of nations over the past 200 years.

Gapminder:

4. Introduce students to the Gapminder.org website by following the process outlined below. In addition, distribute copies of the *Gapminder World Guide Student Handout*, one per student.

9. Once the bubbles stop moving, guide your students through the data represented on the animated graph:
 - Each of the bubbles represents a country.
 - The size of each bubble is related to the size of the population of that country.
 - The health of a country's people is suggested by the average life expectancy of its people. The initial Gapminder graph shows present life expectancy on the y-axis. If you move the time slider at the bottom of the page, you can see these data for an earlier time for each country (for which Gapminder has reliable data).
 - The wealth of a country's people is suggested by the income per person that its populace garners each year. The initial Gapminder graph shows present individual wealth on the x-axis. If you move the time slider at the bottom of the page, you can see these data for an earlier time for each country (for which Gapminder has reliable data).
 - At the right of the Gapminder screen is a listing of countries. As long as no country is clicked, Gapminder shows the entire world's metrics. When you click on specific countries in this window, you can emphasize the data (and the graph bubble) from that country. You can increase student engagement by choosing countries that represent the home nations of some of your students.
10. Ask students if they think that people are living longer or shorter lives today compared to 1800. Discuss student responses. Then, move the time slider on Gapminder back to 1800. Press "Play."
11. After students have re-watched the animated graph, ask them if they noticed a trend in people's income. Have people been getting richer or poorer since 1800? Students may need to re-watch the graph multiple times.
12. Choose four countries to highlight. In our experience, popular countries include the United States, Mexico, and Kenya. Under "Select," scroll the dialog slider until you see the countries that you or your students have chosen. Click the dialogue box by each country's name. Move the slider below the graph back to "1900".
13. Click "Play." Now all the bubbles will move, but the U.S., Mexico, and Kenya bubbles will be brighter. Additionally, there will be a trail behind the chosen country bubbles, showing the location of the health/wealth loci for each nation for each year.
14. Ask students if they noticed the dip in U.S. life expectancy in 1918. Ask if anyone knows why the dip occurred. The goal is to have the students see the acute impact of World War I and the 1918 Spanish Flu epidemic. If you feel a strong interest from your students, you may want to explore data from European nations, such as Germany and France, from 1910 to 1920. Ask students if they recall the swine flu outbreak in 2010. Given the data that they have just seen, do they have a new appreciation for the massive government/media and health response to the swine flu?
15. Ask students if they noticed the dip in Kenyan health in the 1980s. Ask if anyone knows why the dip occurred. The goal is to have the students see how devastating the start of the HIV epidemic in the early 1980s has been to life expectancy in African nations. If you feel a strong interest from your students, you may want to explore data from South Africa and Zimbabwe from 1970 to today.
16. Select only data from the United States and Mexico. Show the data from 1900 to today. Ask students to think about the amount of time it took for Americans to double their life expectancy (1858-2005), versus the amount of time it took for Mexicans to double their life expectancy (1858-1978). Also discuss the changes in individual wealth in these countries.

Ask students if such data cause them to consider Mexico an “emerging market” rather than a “developing nation.”

17. Now that you have launched the discussion of redefining countries with significant poverty as emerging markets, ask students to predict which countries in the world have the highest number of cell phones. While keeping the x-axis unchanged (Income Per Person), click on the y-axis, which will open a window with a list of data choices. Change the data matrix by choosing the “INFRASTRUCTURE” section, and then find “COMMUNICATIONS,” and select the “CELL PHONES (TOTAL)” data set. Wait for the graph to load.
18. Using Pair-Share, have the students discuss how their predictions compared to the actual data.
19. Reiterate the question: what defines a DN versus an EM? Are students surprised that Nigeria and Pakistan have more mobile phone users than Canada?
20. Complete the introduction to Gapminder by giving students a tour of the assorted features on the website, including zoom, speed, etc. These features are also described on the *Gapminder World Guide Student Handout*.
21. A Gapminder video tutorial (2:30 minutes) is available by clicking the “How to Use” button at the top of the screen/graph.
22. Hover the cursor over the small graphic on the website that says “Various Sources.” This icon will direct you to the source of the data being shown in the graph. If you have time, click it and show students that Gapminder is not a set of fictitious animations; it is based on peer-reviewed data sets.

UNMDGs:

23. Share with students the following information about the UNMDGs:

- At the Millennium Summit in September 2000, the largest gathering of world leaders in history adopted the United Nations Millennium Declaration. The attending nations committed to a new global partnership to reduce extreme poverty and outlined a series of eight time-bound targets, with a deadline of 2015, that have become known as the United Nations Millennium Development Goals (UNMDGs).
- The UNMDGs are the world’s quantified targets for addressing extreme poverty in its many dimensions—income/ poverty, hunger, disease, lack of adequate shelter, and exclusion—while promoting gender equality, education, and environmental sustainability. The UNMDGs are also basic human rights—the rights of each person on the planet to health, education, shelter, and security.
- Briefly, these goals are summarized as:
 - Goal 1—POVERTY:** Eradicate extreme hunger and poverty.
 - Goal 2—EDUCATION:** Achieve universal primary education (reach 5th grade).
 - Goal 3—WOMEN:** Promote gender equality and empower women.
 - Goal 4—CHILDREN:** Reduce child mortality.
 - Goal 5—BIRTH:** Improve maternal health.
 - Goal 6—INFECTIOUS DISEASE:** Combat HIV/AIDS, malaria, and other diseases.
 - Goal 7—CLIMATE:** Ensure environmental sustainability.
 - Goal 8—INTERNATIONAL PARTNERSHIPS:** Develop a global partnership for development.

24. If you would like to explore the UNMDGs further, the following website provides extensive details:

UN Millennium Project

<http://www.unmillenniumproject.org/goals/index.htm>

25. The eight MDGs—which range from halving extreme poverty and halting the spread of HIV/AIDS to providing universal primary education—form a blueprint agreed to by all the world’s nations and the world’s leading development institutions to improve the quality of life for all people worldwide by 2015.
26. Ask students to Think-Pair-Share about two global goals that they think are top priority. First, ask students to record their responses in their journals. After five minutes, ask students to share their thoughts with a partner. Then, lead a brief class discussion about which goals the students think should receive the highest priority. Tell students that they will use the data provided by the Gapminder.org website to explore the progress of the eight UNMDGs. Using that data, they will determine which of the UNMDGs they think should receive the highest priority for funding.

PART II—Individual Research:

27. Break the class into eight teams, each with three or four students. Assign one of the UNMDGs (Goals #1-8) to each of the eight teams.
28. Distribute copies of the *UNMDGs—Part I Student Handout*, so that each student receives one copy. There are eight versions of the handout, each relating to one of the UNMDGs. Be sure to pass out copies of the correct handout to each team. Also distribute one copy of the *Global Glossary Student Handout* to each student.
29. In their teams, ask students to read the first two paragraphs of their *UNMDGs—Part I Student Handouts*.
30. As a class, discuss the activity and learning goals. Share with students the Big Idea, Enduring Understanding, and Essential Questions outlined in the *Student Understandings* section of the lesson plan.

31. Discuss assignment deadline dates, having the students record on their handouts the actual due dates for each of the activity tasks. Tell students if class time will be provided (in the computer lab) for completing the *UNMDGs—Part I Student Handout*, or if they will need to complete the handout as a homework assignment.

Teacher Note: Each student must have access to the internet in order to complete *UNMDGs—Part I Student Handout*.

32. If you choose to have students email you their TinyURLs, provide students with your preferred email address.

PART III—Team Discussion and Presentation Planning:

33. Distribute copies of the *UNMDGs Team Planning Sheet—Part II Student Handout*, one per team. As a class, review the activity and the scoring rubric. Tell students whether they will be preparing a PowerPoint presentation or a poster presentation (if they do not have access to PowerPoint software).
34. The overall team requirements are as follows: to collect data from each team member; to produce a unique TinyURL; and to prepare and deliver a PowerPoint presentation that discusses their data set and TinyURL. Time will be provided in class for each student team to present their arguments and defend the feasibility of meeting their particular UNMDG by 2015.
35. Provide time in class for students to work with their team members.

Teacher Note: Student teams will need computer access to complete the tasks outlined on the *UNMDGs Team Planning Sheet—Part II Student Handout*.

PART IV—Philanthropic Summit:

36. Distribute copies of the *Philanthropy Summit Review Sheet—Part III Student Handout*, one per team. Tell students that they will be changing hats for the next portion of the activity: from Senior Information Analysts at the UN to members of the “Giving Committee” of a philanthropic organization. Ask for a student volunteer to read aloud the two paragraphs on the handout.
37. Explain that you will be convening a Philanthropy Summit where presentations will be delivered about each of the eight UNMDGs. Explain that each team will share their presentation, including their three-slide PowerPoint presentation (or posters) and TinyURL, with the class. While each team is presenting, the other students will serve as the members of the “Thrive by 2015 Giving Committee.” After each team has presented, you will allow a few minutes for the other seven teams to assess—from the perspective of Giving Committee members—the quality of the presentation and its ability to convince the Giving Committee members that the goal can be met by 2015, and therefore should be prioritized for funding.
38. Review the scoring rubric on the *Philanthropy Summit Review Sheet—Part III Student Handout* and check that all students understand how to assess the team presentations and record their assessment using the rubric and scoring tables. Please note that each team will assess seven other teams (they will not assess their own team presentation). Each team will be assessed by their peers on the following:
 - a. How well the team’s presentation discussed their particular UNMDG and met the requirements of the assignment.
 - b. Their classmates’ response to the team’s presentation—including their reflection as to whether the team provided compelling evidence that their UNMDG can or cannot be met by 2015.
39. After collecting each team’s *Philanthropy Summit Review Sheet—Part III Student Handout*, you will determine which of the three UNMDGs received the highest recommendations for funding from the Thrive by 2015 Giving Committee. (Reveal these winners to the class.)

Wrap-up: UNMDG Films:

40. Share the following background with students:

Recently, eight well-known filmmakers, supported by eight different agencies, produced a series of short, stimulating *No Time Left!* films related to the UNMDGs. These eight films were produced in time for a recent G8 Summit. The annual G8 Summits bring together the leaders of the governments of eight major global economies: Canada, France, Germany, Italy, Japan, Russia, the United Kingdom, and the United States. During these annual Summits, the leaders discuss topics of global concern, such as climate change and depleting oil reserves.
41. Ask students, given what they have experienced during their exploration of Gapminder, as a member of the mock Thrive by 2015 Giving Committee, and what they may know from news media, what other nations they think should be included in the G8.
42. If time allows, show students the three *No Time Left!* short films that correspond with the top three UNMDG goals chosen by the mock Thrive by 2015 Giving Committee. If time is limited, have students conduct a quick vote on the film they most want to view. These films range in length from six to eighteen minutes, are freely available through YouTube, and are housed at the website listed below. Each film is connected to one of the eight UNMDGs, and therefore

the films' topics range from the power of the media and microfinance to the availability of fresh water. The films are available at the following website:

No Time Left!

<http://www.notimeleft.org>

No Time Left Reflection:

43. Show students the *No Time Left!* website (the URL is provided above). With time, the homepage will cycle through a series of featured images with accompanying real-time data on the eight UNMDG goals and related films.

44. While studying the website cycle of images and real-time data, ask students to record in their journals answers to the following:

- The time remaining until 2015.
- The unique data point for their specific UNMDG that appears when the image for that UNMDG cycles through the homepage. For example, the image and real-time data on Goal #5 provides the number of women who have died during labor or pregnancy today. The image and real-time data for Goal #6 provides the number of people infected by HIV today.

45. Ask students to respond to the following reflective questions in their journals.

Alternatively, you may choose to have students respond to the questions on a separate sheet of paper, which they can turn into you as their Exit Ticket at the end of the class period, or have students respond to the questions as homework, which they can turn into you as an Entry Ticket for the following class session.

- What does the United States have to gain by helping meet the UNMDGs?
- What does the United States have to lose by not meeting these goals?
- Given what you have learned in this activity, is China a DN or an EM? Why?
- Every United States citizen can make a difference. List at least three things that an ordinary U.S. citizen can do to help the United Nations meet the UNMDGs by 2015.

46. If time allows, conduct a Pair-Share.

Ask students to share with a neighbor their responses to two of the questions, noting their partner's responses in their journals. Then, ask students to share their responses with the class.



STUDENT ASSESSMENT

Assessment Opportunities:

- The *Teacher Answer Key* can be used to assess students' ability (at the individual and small group level) to meet learning targets on the *UNMDGs—Part I Student Handout* (individual), the *UNMDGs Team Planning Sheet—Part II Student Handout* (team), and the *Philanthropy Summit Review Sheet—Part III Student Handout* (team).
- Each student produces an evidence-based argument for their faith in humankind meeting an UNMDG, in the form of a TinyURL. The TinyURLs can be assessed using the *Teacher Scoring Rubric*.
- Each team delivers a presentation about their particular UNMDG, including an evidence-based explanation of their research and the team's best TinyURL. The team presentations can be assessed using the *Teacher Scoring Rubric*.
- Classmates view team presentations and complete brief reviews of other teams' work and their faith in meeting UNMDGs based upon student presentations.
- Students' scoring of their classmates' presentations using the rubric provided on the *Philanthropy Summit Review Sheet—Part III Student Handout* provides an opportunity for peer assessment, as well as helping them internalize the criteria for a successful presentation.

EXTENSION ACTIVITIES

Extension Activities:

- After the Thrive by 2015 Philanthropy Summit, invite each team to watch the *No Time Left!* film that corresponds to their specific UNMDG. Ask students to record in their journals their responses to the following prompts, with answers specific to the film and their UNMDG:
 - > What is the overall message that the film is trying to convey with regard to your team's specific UNMDG?
 - > Does the film provide evidence of your specific UNMDG being critical to improving human health? Why or why not?
- After watching the film, do you now believe that your specific UNMDG is attainable by 2015? Why or why not?
- What can you do personally to ensure that your specific UNMDG is met by 2015?
- Encourage students to make the class' top UNMDG choice the focus of their community service or senior year projects. Work with school counselors to outline reasonable advocacy and fundraising goals around this activity.

Student Metacognition:

- The Think-Pair-Share activities, class discussions, and the journal prompts provide opportunities for students to identify their preconceptions and to track how their thinking might have changed over the course of the lesson.
- Students will reflect upon the data presented by each team as they vote with their team members for the three most achievable UNMDGs.
- Sharing the rubric for the class presentations helps students internalize the criteria for success.
- The wrap-up questions lead students to track how their thinking might have changed over the course of preparing for, delivering, and scoring the team presentations.

Scoring:

- Use the *Teacher Answer Key* and the *Teacher Scoring Rubric* to assess student achievement of learning targets.

- Encourage each team to send an email to the UNMDG partners (government agencies or non-governmental organizations) who are working on their specific UNMDG. In this email, students can explain their participation in the learning activity and offer to share their group's TinyURL and PowerPoint presentation. For a list of UNMDG partners, visit the website below:

United Nations MDG Get Involved

<http://www.un.org/millenniumgoals/getinvolved.shtml>

Adaptations:

- If students do not have access to PowerPoint presentation software, they can prepare three posters to correspond with the three PowerPoint slides described on the *UNMDGs Team Planning Sheet—Part II* Student Handout.
- A suggested adaptation for students with IEPs is to have them complete only Part I and Part II of the lesson plan with a targeted focus on developing a TinyURL that they can share with another student as a Pair-Share activity.

**TEACHER
BACKGROUND &
RESOURCES**

Background Information:

Before you teach this lesson, you will need to familiarize yourself with the United Nations Millennium Development Goals (UNMDGs), the Gapminder.org website and Trendalyzer software, and the process of philanthropic giving such as is done by the Bill & Melinda Gates Foundation.

United Nations Millennium Development Goals

The eight Millennium Development Goals—which range from halving extreme poverty and halting the spread of HIV/AIDS to providing universal primary education—form a blueprint agreed to by all the world's nations and the world's leading development institutions to improve the quality of life for all people worldwide by 2015. You can gain a general understanding of the UNMDGs in just three minutes by watching the UN Declaration video or clicking the UNMDGs listed at the UN Millennium Project website.

GOOD: The UN Millennium Declaration Video (3:14 minutes)

<http://www.youtube.com/watch?v=vddX4n30sXY>

UN Millennium Project

<http://www.unmillenniumproject.org/goals/index.htm>

Gapminder

Gapminder is a non-profit venture promoting sustainable global development. The organization aims to increase the use and understanding of statistics and other information about social, economic, and environmental development at local, national, and global levels. Gapminder was created by Swedish scientists, doctors, programmers, and statisticians who are constantly coming up with free, fun, and educational resources on their website.

Teacher Note: Before beginning this lesson, make sure your students can access Gapminder.org (Trendalyzer software) from the internet at <http://www.gapminder.org>. Alternatively, teachers can download a free desktop version of the program to their computer from the Gapminder.org site. You can use the internet site or the desktop version **without** creating an account. Legally, in order to register for an account, students need to be eighteen, or else be thirteen or older and have parent permission.

Trendalyzer is software for the animation of statistics initially developed by Hans Rosling's Gapminder Foundation in Sweden. The Trendalyzer application is preloaded with statistical and historical data about the development of the countries of the world.

For a listing of Gapminder data sources visit the following website:

Gapminder Data Sources

<http://www.gapminder.org/data/>

Global Philanthropy

Organizations such as the Bill & Melinda Gates Foundation (B&MGF) and the Wellcome Trust direct funds (contributed by the foundation's founders or raised from others) to improve the quality of life for people around the world. Typically these funds are disbursed when the organization or individual (the grant recipient) is able to communicate a specific need and a strategy for attacking the specific challenge. The needy organization must communicate how much money or assistance they need (e.g., a budget) and when their efforts will achieve their identified goals. All grant recipients are expected to report regularly to the Foundation on their progress and how the money was spent. To learn more about the B&MGF's giving practices, visit the following website:

Bill & Melinda Gates Foundation

<http://www.gatesfoundation.org/grantseeker/Pages/how-we-make-grants.aspx>

Resources:

Bill & Melinda Gates Foundation

<http://www.gatesfoundation.org>

Central Intelligence Agency World Factbook

<https://www.cia.gov/library/publications/the-world-factbook/docs/refmaps.html>

Data from the UNMDG

<http://www.devinfo.info/mdginfo2009/DIWizard/DIWizardHome.aspx>

Gapminder

<http://www.gapminder.org> (be prepared to download most recent version of Adobe Flash)

Global Health: An Introductory Textbook

By Ann Lindstrand et al. Studentlitteratur, 2006.

Global Health Magazine

<http://www.globalhealthmagazine.com>

In My Name Video

<http://www.youtube.com/watch?v=xLjUiptB6ZM>

International Images

<http://bubl.ac.uk/link/types/images.htm>, <http://www.imagesoftheworld.org/>

Kaiser Family Foundation's Global Health Facts

<http://www.globalhealthfacts.org/>

National Geographic

<http://maps.nationalgeographic.com/maps>

Nation Master

<http://www.nationmaster.com/index.php>

No Time Left!

http://www.notimeleft.org/index.php#/project_8

Top 25 Countries Receiving Washington State Goods (2009 Dollar Value)

<http://www.census.gov/foreign-trade/statistics/state/data/wa.html> (data confirmed April 1, 2010)

Turning the World Upside Down: The Search for Global Health in the 21st Century

By Nigel Crisp. Oxford University Press, 2010.

United Nations Youth Organizations

<http://www.un.org/millenniumgoals/youth.shtml>

UNMDGs Toolkit

<http://www.un.md/mdg/toolkit/index.html> (There are PowerPoint files available here.)

UN Millennium Declaration Video

<http://www.youtube.com/watch?v=vddX4n30sXY>

UN Millennium Development Goals (UNMDG)

<http://www.unmillenniumproject.org/goals/index.htm>

Why Vaccines Save Lives

<http://www.gatesfoundation.org/foundationnotes/Pages/bill-gates-110129-vaccines-save-lives.aspx>

Worldmapper

<http://www.worldmapper.org>

Credit:

Gapminder World Guide. Free material from <http://www.gapminder.org>.

Data on *Student Handouts* and the *Teacher Answer Key* are from the following sources:

- Kaiser Family Foundation, <http://www.globalhealthfacts.org>
- UN Millennium Project, <http://www.unmillenniumproject.org/goals/index.htm>
- UNICEF Childinfo, <http://www.childinfo.org/>
- International Labour Organization, <http://www.ilo.org>
- NationMaster, <http://www.nationmaster.com>
- Institute for Health Metrics and Evaluation, <http://www.healthmetricsandevaluation.org/>
- Measles Initiative, <http://www.measlesinitiative.org/>
- Social and Spatial Inequalities, <http://sasi.group.shef.ac.uk/>
- CIA World Factbook, <https://www.cia.gov/library/publications/the-world-factbook/index.html>
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